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A Hand Book of Vocational Education. By A. H. TAYLOR. New York: Macmillan, 1914. Pp. 225. \$1.00.

We believe this to be a useful book for students of the subject of vocational education. It is informational in nature and is generally accurate, though, covering such a wide range as it does, it is at times superficial.

The author seeks to give a survey of the general field of vocational education, emphasizing the philosophical and historical aspects of the subject. He says: "A vast body of material has been accumulated, but it lies scattered in magazines and monographs printed in many languages. This hand book is a digest of some of the most important of this literature." Most of the material from which the author has drawn is easily accessible to students of the subject, but the convenience of having it gathered within a single volume is not to be questioned.

On the whole the facts presented are wisely chosen, well organized, and interestingly set forth, though we believe that undue emphasis is given to the various European systems of vocational education which are discussed at some length, the author pointing out certain pertinent lessons which he believes that the United States should learn from them. He gives relatively little attention to the significance of recent American progress in vocational education and draws his illustrative material from a limited geographical area.

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High School Courses of Study. By CALVIN O. DAVIS. (School Efficiency Series.) Yonkers-on-Hudson, N.Y.: World Book Co., 1914. Pp. xi+166. \$1.50.

The plan of the book consists of a theoretical formulation of, first, the aims of secondary education; second, the reorganization of courses and administration necessary to secure those aims; and third, an evaluation of the subjects of study for those purposes. Then follows a brief analysis of the high-school courses of ten large cities, for the purpose of showing present tendencies in curriculum-making in cities most nearly comparable to New York City. With the standards, theoretical and practical, thus set up, the courses of New York City are surveyed. Finally, the criticisms and recommendations submitted to the Committee on School Inquiry, relative to the organization of the courses, are included.

This book is chiefly for the administrator. The things of most value in it are the comparisons of the course of New York City with those of other cities, especially the percentage tables showing intensiveness, flexibility, prescriptions for graduation, prescriptions by departments and subjects, and prescriptions by years. Chap. x, which includes a discussion of the criticisms and recommendations submitted, is extremely suggestive. The chief adverse criticism on the book is the fact that a third of it is of particular and not of general interest.

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